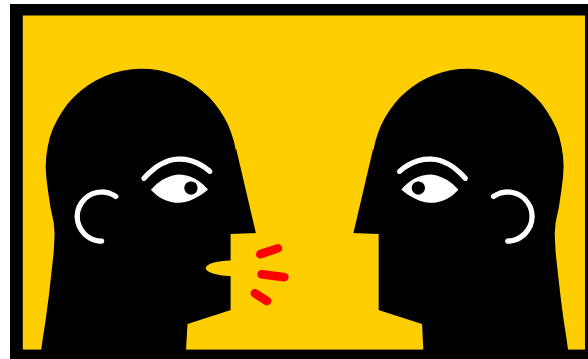




**Effective Use of e-Resources for Communication -
Tapping into Students' Creativity, Critical Thinking
and Problem-Solving Abilities**

Icebreaker



Ask your partner these questions:

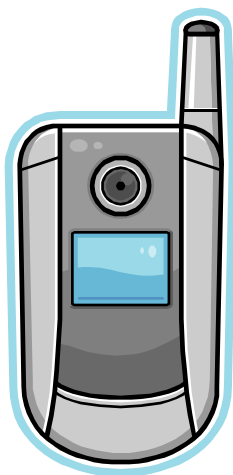
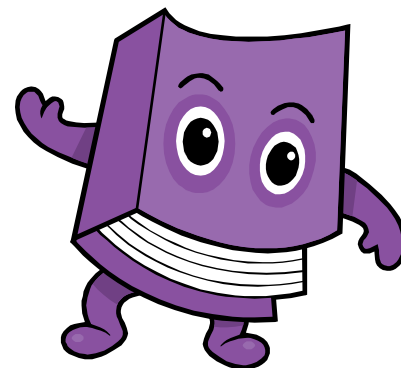
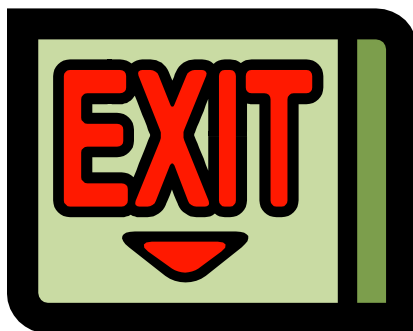
1. Which areas of your school curriculum (including after school activities) help your students to be creative?
2. How do you promote critical thinking in your classes?
3. In what kind of tasks do your students need to solve a problem?

Aims



- To introduce a range of activities to stimulate creativity, critical collaborative thinking and problem-solving.
- To take part in hands-on practical demonstrations to explore the e-resources, lesson methodology and staging.
- To consider how to design activities and tasks to engage students' creativity, critical thinking and problem-solving using diverse approaches.
- To reflect on the effective use of e-resources in supporting and developing communication.

Facilities



Workshop Schedule



- Introduction
- Solving mysteries using e-resources
- Practical Demonstration 1 – Senior Secondary Focus
- Break
- Practical Demonstration 2 – Junior Secondary Focus
- Final Reflection

Generic Skills

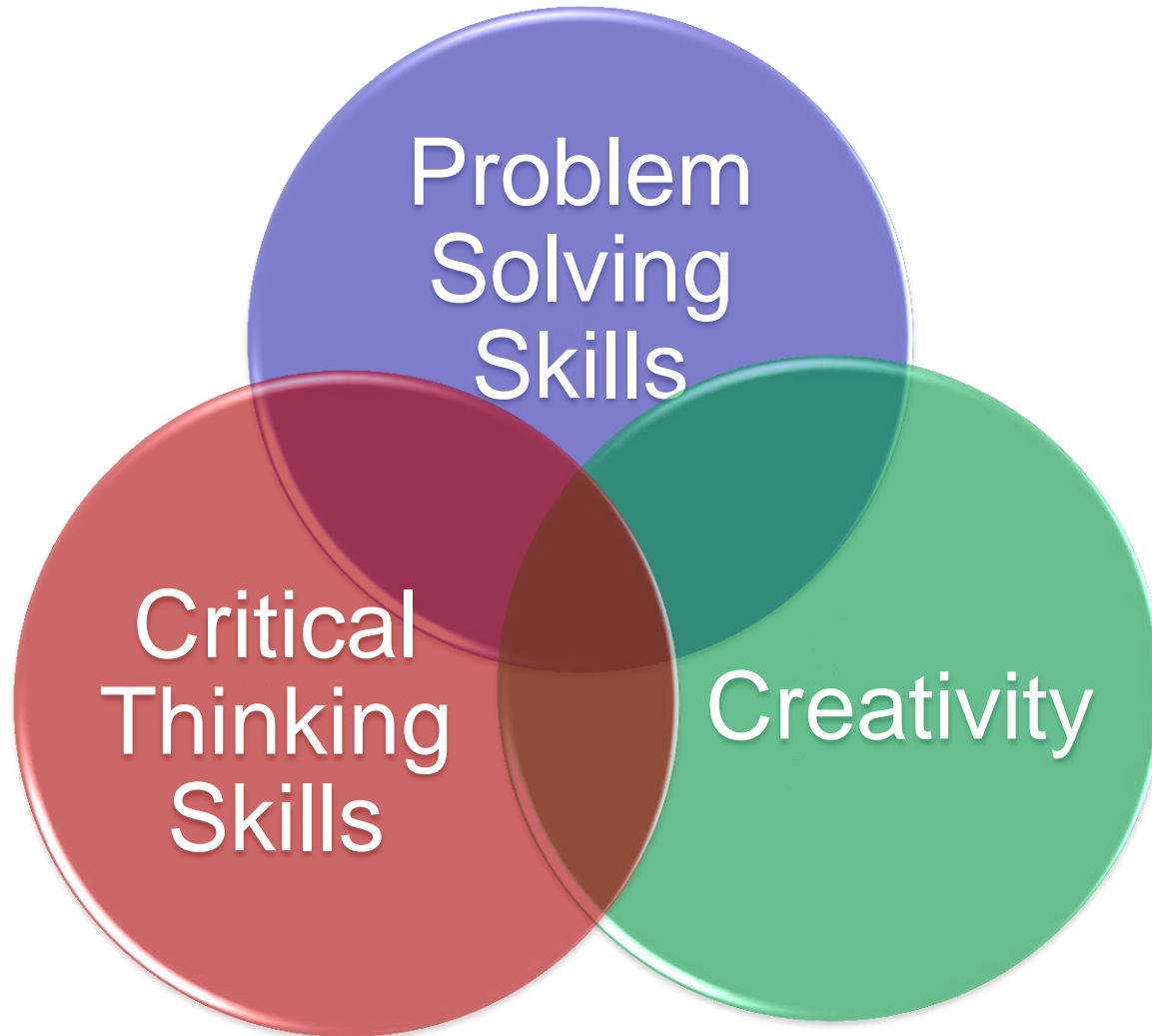
- Generic skills are **grouped to facilitate holistic curriculum planning** and a review of learners' generic skills development over time.
- **Integrative use of generic skills.**

Promoting the integrative development and application of generic skills in the ELE KLA through:

- **tasks,**
- **projects,**
- **drama performance and**
- **debating competitions**

on specific themes/topics.

Holistic Thinking Skills





Key Actions

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Key Actions – some examples

Identify..... false information and bias.....and define problems from given information.

Analyse.....data for better understanding.

Explore.....alternatives and speculate on consequences before **deciding** on the best approach.

Predict.....the development and outcome of stories.

Express.....ideas on a range of topics.

Interpret.....facts, ideas, meanings.....

Evaluate.....your choices/the effectiveness of learning.

(Curriculum and Assessment Guide)



Effective Strategies

Collaborative Problem Solving Model

- Identify issues/Problems
- Explore possibilities/Brainstorm/Consider ideas
- Select/Reduce options
- Implement/Share
- Evaluate and reach agreement/Improve



Exploring e-resources

The apps.



Socrative (



Padlet (website)



Skitch (app)



QR Code Reader (app)



Sonicpics (app)

**Pull down on the screen and type in the app name – Skitch.
Tap on the icon to launch.**



Solving Mysteries

Work through the series of short tasks.

You will need to be inventive, resourceful and dynamic....

Follow the worksheet guide to complete the tasks.

You have 20 minutes to complete the tasks.



Exploring e-resources

Let's reflect on the apps we saw/used.

Skitch (Nimbus Clipper – Android)

QR Code Reader

Padlet

Socrative

Sonicpics



Selecting e-resources

Some considerations

Staging, Grouping and Scaffolding

- Pre
- While
- Post



Demonstration 1- Social Enterprise

Aims

- To understand 'social enterprise' and any vocabulary or terms connected to this area.
- To explore an issue and propose some ideas/solutions.
- To develop a concept for a social enterprise.
- To express your ideas for a social enterprise through a short presentation.

Demonstration 1- Social Enterprise

Context and Purpose

You are thinking about starting a social enterprise to help people in your area. There is a competition to allocate funding. You need to create a short video sales pitch for your idea.

Task

Plan your enterprise using the Popplet app.

Product

Use the Tellagami app to create your pitch. Email your video to your teacher.

Assessment

The judging panel will decide on the most creative and interesting pitch.

Demonstration 1- Social Enterprise

What is social enterprise?

Businesses that tackle social and environmental problems. They create jobs and income like other businesses, but instead of channeling their profits to owners they reinvest them to create impact and help to create more sustainable societies.

Watch the video clip (1 minute).

<https://www.youtube.com/watch?v=G8fjvjrjVml>

If you hear any of your words check it ✓.



Demonstration 1- Social Enterprise

Example Projects (UK)

Care and Share Associates provide care services to elderly and vulnerable people in their own homes. They run an innovative social franchise in which the workforce are the owners.

Yomp and PleaseCycle use gaming techniques to encourage employees of large corporations to cycle to work rather than drive.

Tafarn Y Fic is a pub in the village of Llithfaen in Wales. In 1988, a number of people formed a co-operative and raised capital to purchase the closed pub. Since then, it has grown into a thriving social venue.

Street League uses the appeal of football to reach young people aged 16 – 21 who are not in education or employment. They run an intensive eight-week course mixing classroom and on-the-pitch activities.



Demonstration 1- Social Enterprise

Your audience

Who is it for?

Your issue

**Your concept
or product**

What is your idea?

Is it a product, a
service or an event?

What will you call it?

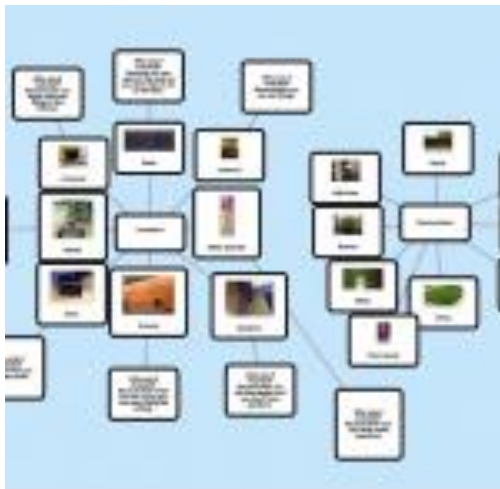
What makes it different from similar products?



Demonstration 1- Social Enterprise

Social Issues in Hong Kong.

Use the **popplet app** and create a mindmap of your social enterprise project.



Demonstration 1- Social Enterprise

Your audience

Who is it for?

Your issue

**Your concept
or product**

What is your idea?

Is it a product, a
service or an event?

What will you call It?

What makes it different from similar products?



Demonstration 1- Social Enterprise

You have to do a short presentation to get funding for your project.



You are going up in an elevator and you need to complete your pitch before you reach the top floor!

Use **Tellagami** to record a short 30 second pitch.



Demonstration 1- Social Enterprise

Assessment Criteria

Watch another group's pitch and assess it using the worksheet provided.

- Usefulness (how useful is the product/service?)
- Originality (what makes it different to similar products?)
- Language (are there a variety of structures and vocabulary?)
- Delivery (can you understand the pitch, is it clear?)



Demonstration 1- Social Enterprise

Reflection

1. How would you adjust/scaffold language to make the task achievable for your students?
2. How did the technology help with the tasks?
3. How would you build in formative/peer assessment as the stages are progressing?
4. Which generic skills does the task develop?
5. Can the lesson be done in an alternative way with different e-resources? Which and how?
6. What could you do with any completed work?



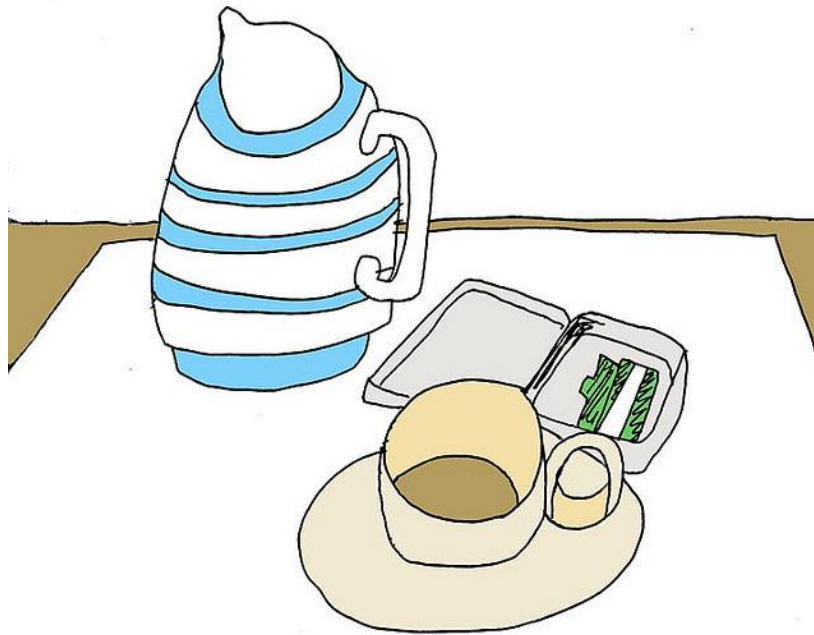
Demonstration 1- Social Enterprise

Feedback

1. Students might need language to show cause and effect.....*this results in...leads to....*They might need language to share ideas and perhaps compare options.
2. The students had a flexible tool to plan with and create posters. The video app allows students who don't like speaking to get involved by using an animated avatar.
3. Self-assessment of the mindmaps....formative assessment on the pitch script.....peer assessment on the video.
4. All the skills we considered earlier in a holistic way.
5. Other mapping tools? Paper? Use Morfo instead of Tellagami.
6. Use as examples/models for future courses/classes.



Break – 15 minutes



Demonstration 2 – Creating an Animation

Aims

- To develop students' understanding of a global issue.
- To develop a story structure based around visual content and statistics.
- To explore and create content using **Educreations**.



Demonstration 2 – Creating an Animation

Context and Purpose

You want to raise awareness of a global problem with your classmates and refer them to a charity or a helpful resource. You are going to create an animation to engage them with your research.

Task

Research and plan your video using the worksheet provided.

Product

Use the Educreations app to create your video and save it to your photo library for assessment later.

Assessment

Effective use of IT skills to research your area and how your research was organised in the video. How creative and interesting your video was will also be considered.

Demonstration 2 – Creating an Animation

Fact Gathering

Have a look at the sites. Find out as much about ‘water’ as you can. You have 5 minutes!!!!

Water.org

Watsons-water.com

Let’s look at some vocabulary before we watch a video!



Demonstration 2 – Creating an Animation

Watch the video.

<http://learnenglishteens.britishcouncil.org/study-break/video-zone/world-water-crisis>

What techniques does the video use?

Animation

Maps

Text

Statistics

Voiceover

Video

Music

Demonstration 2 – Creating an Animation

Let's check...what can you remember? Let's try some online activities!

- A Multiple Choice Quiz
- A Gap Fill



Demonstration 2 – Creating an Animation

Educreations

<https://www.educreations.com/profile/37766849/>

Please open the app and let's look at some of the features together.

- Text
- Drawing
- Images
- Recording



Demonstration 2 – Creating an Animation

Practice

Use the transcript and produce your own version of the animation.

Note: Please **don't** save your video as a **draft**.

Save it as a finished video.



Demonstration 2 – Creating an Animation

Task

Consider the **global issues** on your worksheet.

Choose one of the issues.

Use the worksheet provided to conduct some online research (*you can use the same sites from earlier*) into your chosen area.

Use the structure provided on the worksheet to help you to create your short animated video.



Demonstration 2 – Creating an Animation

Let's watch each other's videos.

Assess another group's video using the worksheet provided.



Reflection on today's workshop

Consider the example of how holistic thinking skills can be promoted in the classroom.

Look at the **Learning Activities** section.

Where would you add the e-resources to this flow of activities?

Where would it be beneficial to use e-resources?



Successful use of e-resources

- Formal and informal learning.
- Individualised and collaborative learning.
- Evidence of improvement.

The students do project work involving Blogs and Wikis....

....with a blend of individualised pages and group pages....

....which can be used for assessment purposes and communication with students.

Successful use of e-resources

- Pre-Tasks.....brainstorming, provide context and purpose, individual and collaborative, comparing and contrasting, ranking, searching, collecting.
- Tasks...limitations, open ended, original ideas, collaboration, transformation....a product.
- Post-Tasks...criteria, evaluation, judging.

**Apps that can
organise information**

**Software and
webpages**

**Create webpages,
content**

**Presentation software
and apps**

Used by others?

**Evaluate, improve or
repurpose**

Successful use of e-resources

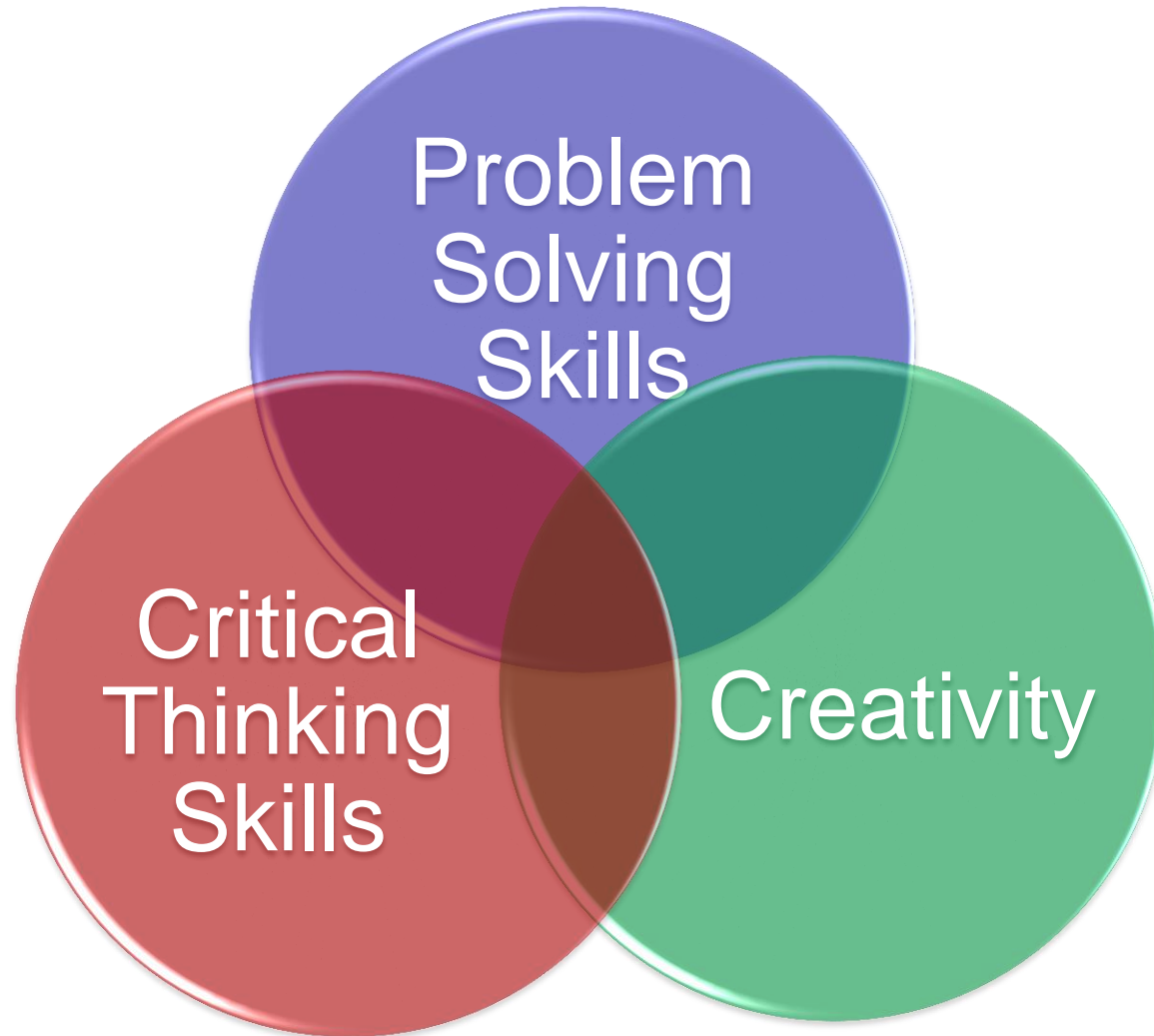
Don't

- Focus on novelty.
- Use as a treat.
- Have expectations which cannot be met.
- Get isolated, explore with other members of staff.

Do

- Give thinking time.
- Provide a clear task.
- Facilitate language learning.
- Produce your own content.

Holistic Thinking Skills



Recap on sites and apps

QR Code Reader

water.org

watsons-water.com

Padlet

[learnenglishteens](https://www.learnenglishteens.com)

Tellagami

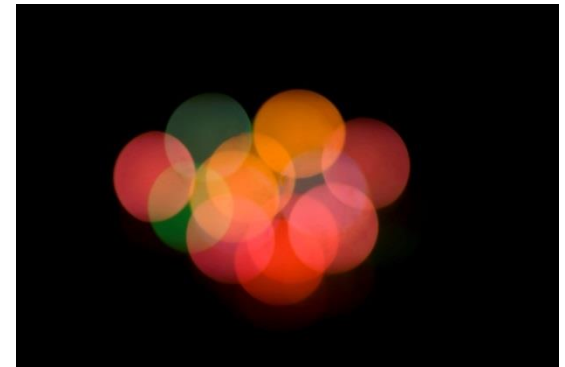
SonicPics

Skitch

Socrative

Educreations

Popplet



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Feedback

